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ABSTRACT

The DeKalb Tech Model for Long-Range Planning provides the framework for a 3-year strategic planning document based on the Georgia State Board of Postsecondary Vocational Education's Evaluation, Planning, and Budgeting (EPB) process. The DeKalb Tech Model consists of five planning segments: (1) pre-planning, which includes the evaluation of existing capabilities, appointment of a planning committee, assessment of resource requirements, faculty and staff training, and establishment of a planning calendar; (2) strategic planning, which includes an update of institutional role and mission, community needs assessment, and institutional capabilities assessment; (3) operational planning, which involves an update of budget requirements and the specification of planned outcomes and program activities; (4) management, which includes the operation of programs and the identification of actual outcomes; and (5) evaluation, which involves program assessment and the development of the state EPB database. The implementation of the model is achieved through the integration of planning, budgeting and program review and through year-round participation in six planning components (i.e., program planning, community needs assessment, program assessment, budgeting, planning element evaluations, and planning summary development). This description of the DeKalb Tech Model includes general information on the college, illustrations showing the functioning of the model and the responsibilities of various administrative and program offices for developing and evaluating planning elements, and a step-by-step listing of 15 planning activities. (PAA)

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THE DeKALB TECH MODEL
FOR
LONG-RANGE PLANNING

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THE DeKALB TECH MODEL FOR LONG-RANGE PLANNING

The DeKalb Tech Model for Long-Range Planning is the framework for a three-year strategic planning document which amplifies the Evaluation, Planning, and Budgeting (EPB) process of the State Board of Postsecondary Vocational Education (SBPVE). Its primary purpose is to provide a format to evaluate the results of education at DeKalb Technical Institute and to provide planning activities for the improvement of the institution's programs. The activities are developed and implemented by DeKalb Tech's administrative and academic planning units with coordination from the Office of Research and Planning.

The DeKalb Tech Model is a comprehensive, dynamic, and systematic framework for continuous, rollover planning activities. It is comprehensive in that it involves every unit of DeKalb Tech, dynamic in that it anticipates and promotes institutional change, and systematic in that its five planning segments are driven by a role and mission statement with broad-based involvement of faculty and administration. The Model provides for continuous planning activities year to year and is intended to facilitate change and revisions which deliver institutional improvement. Evaluations and a Year-End Report are synthesized for a Three-Year Plan Summary which sets the stage for the next cycle of planning activities.

General Information

DeKalb Tech is the postsecondary unit of the DeKalb County School System and provides educational opportunities in four general categories:

- Full-time occupational programs preparing persons for productive, satisfying careers.
- Part-time occupational instruction for persons who wish to upgrade their knowledge and skills for career advancement.
- Part-time occupational instruction to retrain persons for new and current job demands when their previous skills become obsolete.
- Adult General Education designed to assist persons seeking to improve their basic education skills and to obtain a high school equivalency certificate.

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, DeKalb Tech offers associate degrees and diplomas in 38 programs. The institution started with a class of 18 in 1961, and has grown to serve 17,184 students in 1986. Its main facility at 495 North Indian Creek Drive, Clarkston, Georgia consists of four buildings totaling 170,000 square feet. These buildings house career programs in four divisions: Business and Data Processing, Health and Human Services, Trade and Industry, and Engineering Technologies.

DeKalb Tech provides occupational instruction in DeKalb, Rockdale, and Newton Counties, at the DeKalb North and South Occupational Education Centers, and at other DeKalb and Decatur school sites. Also, instructional activities are provided at sites designated by business and industry through short-term contracts. A highly qualified DeKalb Tech faculty have creden-

tials in occupational experience as well as professional education in specialty fields. These diverse conditions and challenges spell the need for long-range planning to assure that the institution remains on target for the needs of its constituency.

Segments of the Model

The segments of the Model are: (1) Pre-Planning, (2) Strategic Planning, (3) Operational Planning, (4) Management, and (5) Evaluation. Specific functions of the segments are described below.

Pre-Planning

Plan to Plan

1. Determine planning requirements
2. Evaluate existing capabilities
3. Develop planning policy
4. Assign responsibilities
5. Appoint Planning Committee
6. Determine resource requirements
7. Train faculty and staff for planning
8. Establish planning calender
9. Evaluate pre-planning efforts

Strategic Planning

Update Role and Mission

Write Planning Assumptions

Conduct Community Needs Assessment

Confirm Planning Units

Identify Institutional Values

Assess Institutional Capabilities

Specify Goals

Operational Planning

Update Budget Requirements

Specify Objectives

Specify Planned Outcomes

Specify Program Activities

1. Establish planning units
2. Strategic plan studied by planning units
3. Establish planning unit interaction with budgets
4. Update staff professional development plan

Management

Operate Programs

Identify Actual Outcomes

1. Formative evaluate programs
2. Modify ongoing program activities
3. Prepare budgets
4. Identify staff development needs
5. Identify evaluation criteria

Evaluation

Program Assessment

State EPB Data Base

1. Identify information requirements
2. Evaluate actual outcomes vs planned outcomes
3. Evaluate planning activities

4. Develop and submit EPB package
5. Revise planning activities
6. Obtain and monitor feedback for the following year

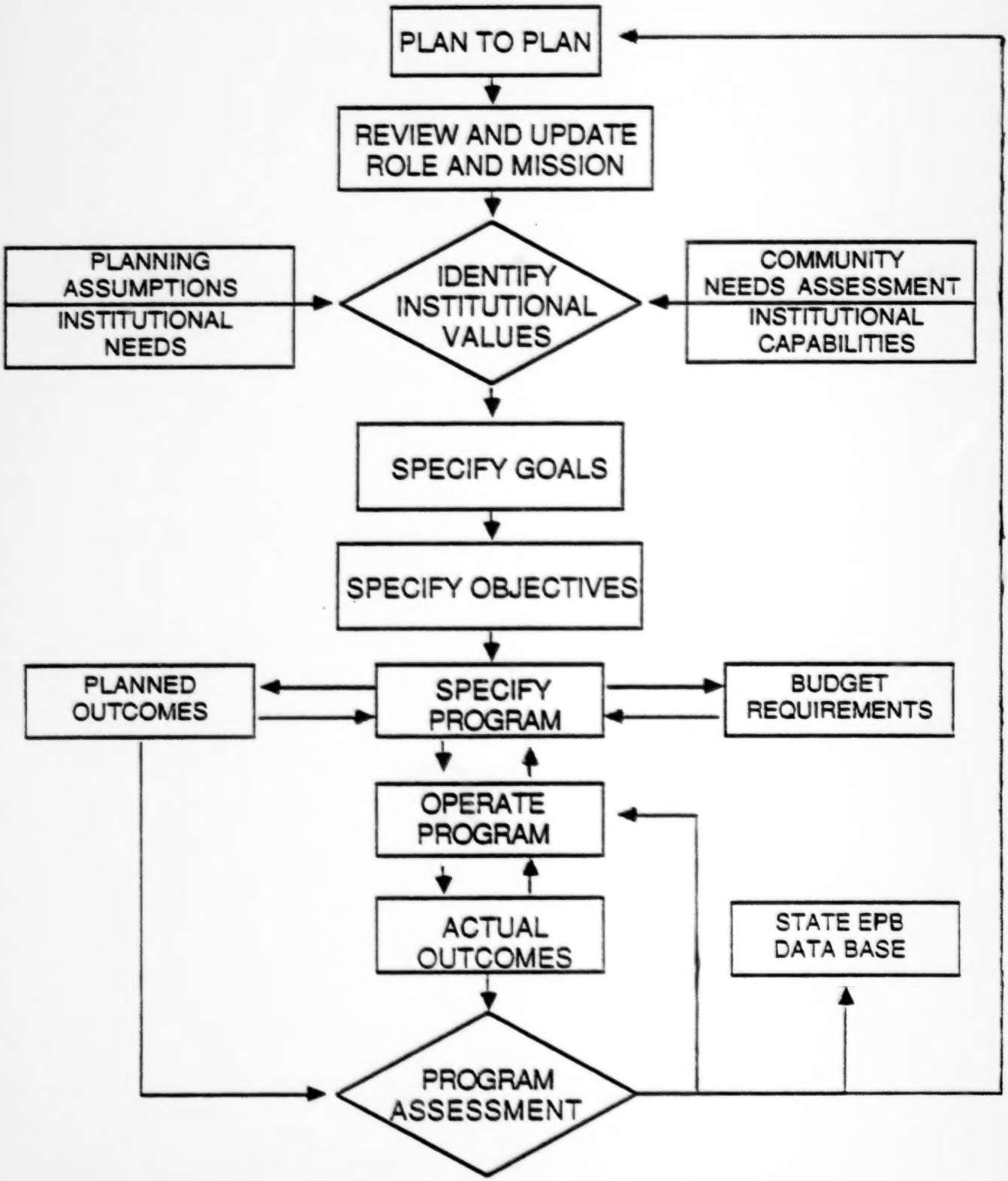
Description of the Model

The DeKalb Tech Model for Long-Range Planning is graphically shown in Figure 1. It can be seen that the Model is driven by a role and mission statement which identifies Institutional Values based upon planning assumptions, needs, and capabilities. These factors spur the development of Goals and Objectives which are the nucleus of the Model.

Implementation of the Program of Studies includes interaction with Budget Requirements, Planned Outcomes, and Actual Outcomes which facilitate formative evaluation of program efforts. Program Assessment provides for summative evaluation, development of the EPB Package for the SBPVE, and re-cycling information for planning in the following year. Program Assessment also leads to a Year-End Report and a Three-Year Plan Summary at the end of each three-year cycle. The Model thus offers perpetual rollover planning activities for continuous institutional strengthening and improvement.

FIGURE 1

THE DEKALB TECH MODEL FOR LONG-RANGE PLANNING



Planning Units

The Planning Units designated to operate and support the instructional programs are reflective of the Organizational Chart for DeKalb Tech (Figure 2). They include the following:

Administrative Planning Units

President	Marketing Office
Executive Vice President	Plant Facilities
Executive Dean	Student Services
Registrars Office	Adult Education
Administrative and Financial Services	Job Placement/Financial Aid
Admissions Office	Office of Research & Planning
Single Parent/Displaced Homemaker Program	Special Services Personnel

Academic Planning Units

Evening and Weekend Programs	Industrial Programs
Program Development	Program Instructors
Office of the Asst. Dean of Instruction	Shallowford Center Evening/ Saturday Coordinator
Division of Business and Data Processing	Division of Health and Human Services
Division of Trade and Industrial Education	Division of Engineering Technologies

The units responsible for developing and evaluating the Planning Elements associated with the Model are shown in Figure 3.

FULL TITLE

ORGANIZATION CHART FOR DEKALB TECHNICAL SCHOOL

DEKALB COUNTY SCHOOL SYSTEM
DECATUR, GEORGIA
1986

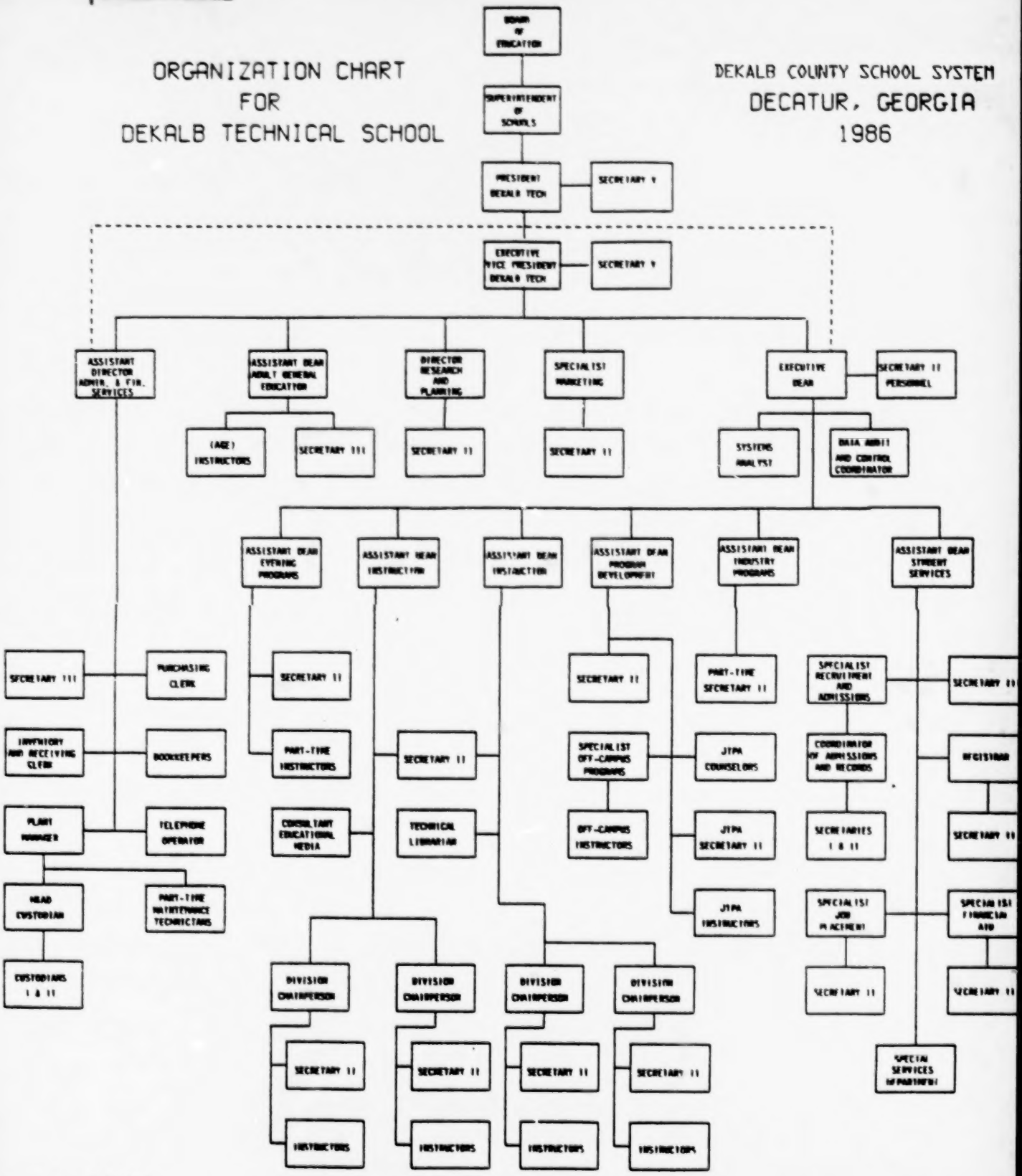


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Figure 3-Planning Element Development and Evaluation

Planning Element	Developer	Evaluator
Role and Mission Statement	Mission Statement Committee	President
Institutional Values	Long-Range Planning Committee	General Faculty President
Administrative Goals	President	Superintendent
	Vice President	President
	Administrative Planning Units	Vice President
Program Goals	Program Planning Units	Dean
	Technical Librarian Media Specialist	Asst. Dean/ Instruction
	Program Instructors	Academic Planning Unit Heads
	Adult Education Instructors	Asst. Dean/Adult Education
	Evening-Weekend Program	Asst. Dean/Evening Programs
	JTPA Staff	Asst. Dean/Industrial Programs
	Shallowford Center Evening/Sat. Coordinator	Asst. Dean/Program Development
Student Service Goals	Registrar Job Placement/Financial Aid Specialist Admissions Office Unit Head Single Parent/Displaced Homemaker Specialist Special Services Personnel	Asst. Dean/Student Services
	Recruiter/Admissions Specialists	Admissions Office Unit Head

Definition of terms

Role and Mission Statement - a statement describing the aims and purposes of the institution.

Institutional Values - Values based upon the role and mission statement which are relevant to every unit of the institution. Institutional Values are also related to Planning Assumptions, Community Needs Assessment, Institutional Needs, and Institutional Capabilities which provide realistic evaluation of the constraints and opportunities for continued development.

Goals - (1) Administrative Goals based upon Institutional Values which serve to support the improvement of instructional processes, (2) Program Goals based upon Institutional Values which are designed for the improvement of the instructional programs, and (3) Student Service Goals which support student activities.

Objectives - (1) Administrative Objectives based upon Administrative Goals which provide direction, coordination, and sustenance for the instructional programs; (2) Program Objectives based upon Program Goals which directly involve student growth and development, which include educational competencies that students will achieve before they graduate, and which integrate the purposes of career preparation with performance abilities; and (3) Student Service Objectives based upon Student Service Goals which directly impact student recruitment, enrollment, and retention.

Model Implementation

Implementation of the Model is achieved through the integration of planning, budgeting, and program review. This involves

year-around participation in six Planning Components:

1. Program Planning begins at the start of the fiscal year with the establishment of a role and mission statement. The role and mission statement provides direction for identifying Institutional Values. These in turn stimulate the development of goals for Administration, Programs, and Student Services. Setting measurable objectives is an integral part of goal development. It also includes planning for improvement, expansion, and additions.

   a. Planning Element Development

   b. Program Improvement

   c. Program Expansion/Additions

2. Community Needs Assessment is begun in August with guidelines set forth in the State EPB process. An occupational needs assessment of Program Advisory Members is conducted at the start of each fiscal year. Also, a full-scale area needs assessment is conducted in the first year of every other three-year plan (once every six years).

   a. Leadership Forum

   b. Employment Demand Survey

3. Program Assessment for the State EPB process begins in February to deliver an evaluation for full-time programs functioning in the previous fiscal year. While identifying programs requiring an EPB administrative response or a Phase Two Assessment, this Component provides data useful for formative evaluations and recommendations for the following year.

   a. Phase one Assessment

b. Administrative Responses

c. Phase Two Assessments

4. Budgeting begins in October and continues through mid-January to provide input from faculty and staff budget requests. It also provides for an improvement budget in the State EPB process.

a. Faculty and Staff Budget Requests

b. Improvement Budget

5. Planning Element Evaluations start in December wherein formative evaluations are made to determine the status of goal and objective completions. In May summative evaluations include recommendations for revision and improvement which are reviewed by appropriate units. These recommendations are the foundation for the following year's goals and objectives and they form the basis for budget development and allocation as priorities are established for the institution.

6. Plan Summary Development provides a Year-End Report by June 30 and a Three-Year Plan Summary at the end of each planning cycle.

a. Year-End Report

b. Three-Year Plan Summary

The timeline for implementation of the six Planning Components is shown in Figure 4.

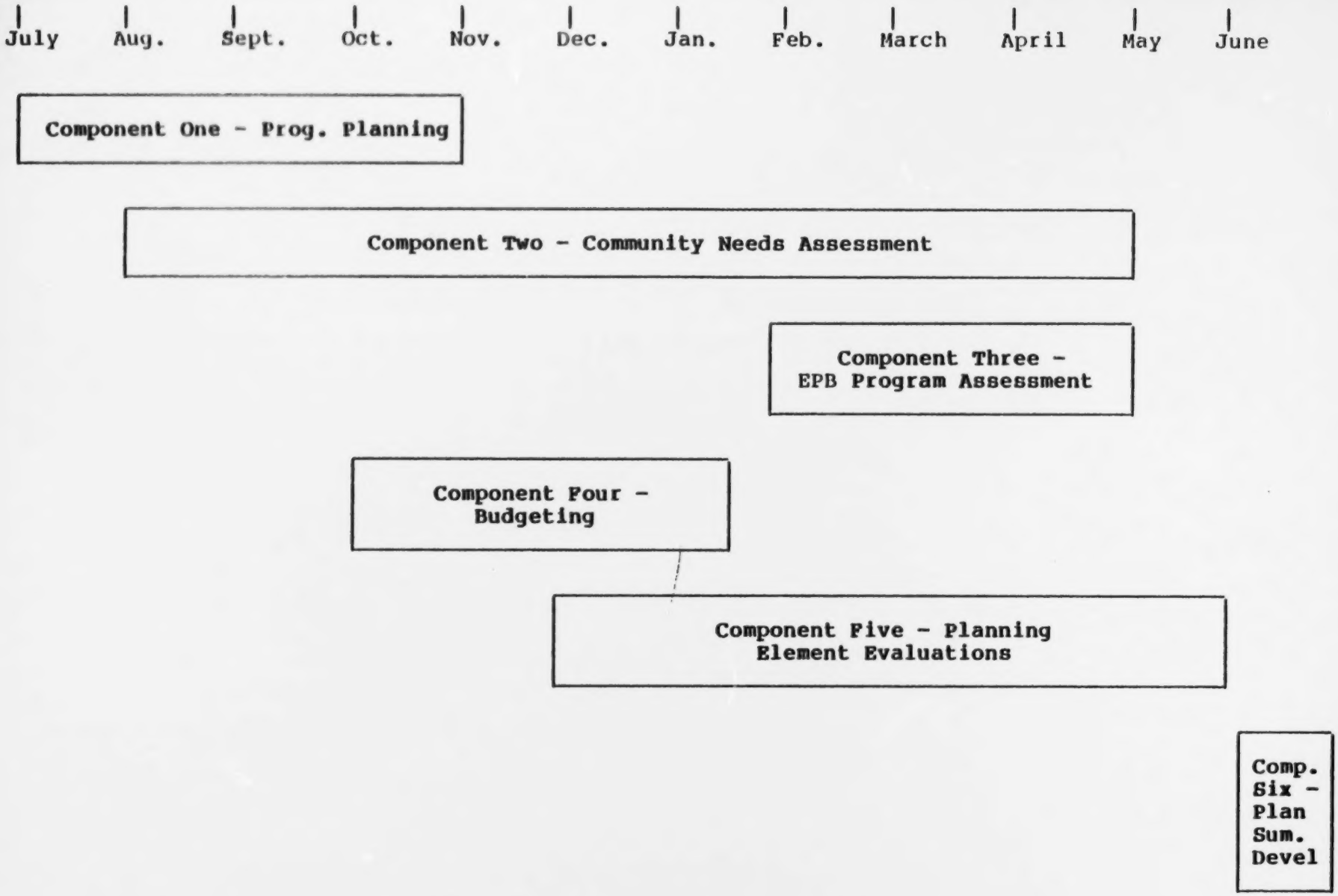

Figure 4 - Timeline For Planning Components

Model Planning Activities

I. Establish a Mission Statement Committee comprised of four faculty members, a member of The DeKalb County Board of Education, a representative of The DeKalb Chamber of Commerce, a member of The DeKalb General Advisory Council, and chaired by the Director of Research and Planning **(President)**.

A. Draft a proposed revision of the role and mission statement **(Mission Statement Committee)**.

B. Submit role and mission statement to the President.

C. Synthesize the response for a final draft.

D. Direct to the Office of Research and Planning.

E. Conduct Occupational Needs Assessment of Program Advisory Committee Members **(Director of Research and Planning)**.

1. Administer questionnaire through program instructors.

2. Distribute findings to all Planning Unit Heads.

II. Establish Long-Range Planning Committee comprised of the Curriculum Committee and the Director of Research and Planning **(President)**.

III. Identify Institutional Values **(Long-Range Planning Committee)**.

A. Submit to a general faculty meeting with resulting recommendations for adoption to the President.

B. Synthesize the responses for a final draft.

C. Direct to the Office of Research and Planning.

D. Define, confirm, and authorize Planning Units.

E. Develop appropriate Subcommittees.

F. Authorize appropriate staff develoment activities.

IV. Develop Planning Forms (**Director of Research and Planning**).

A. Submit Planning Forms for Vice President approval.

B. Distribute Planning Forms to all Planning Units.

C. Conduct appropriate staff development activities.

V. Establish Administrative Goals (**Administrative Planning Unit Heads**).

A. Submit for superordinate approval.

B. Revise as needed.

C. Direct to the Office of Research and Planning.

VI. Establish Program Goals (**Academic Planning Unit Heads**).

A. Submit for superordinate approval.

B. Revise as needed.

C. Direct to the Office of Research and Planning.

VII. Establish Program Goals (**Program instructors**).

A. Obtain input from student assessments.

B. Submit to Planning Unit head for approval.

C. Revise as needed.

D. Direct to the Office of Research and Planning.

VIII. Establish Student Services Goals (**Student Services Personnel**).

A. Obtain input from Marketing Office, Admissions Office, and other areas where the needs and characteristics of students are delineated.

B. Submit to Administrative Planning Unit head for approval.

C. Revise as needed.

D. Direct to the Office of Research and Planning.

IX. Execute the SBPVE Program Assessment Component of the EPB process (**Full-time Program Units**).

A. Implement Phase-One Assessment (**Director of Research and Planning**).

1. Compile and develop Phase-One Data Worksheet.
2. Compile and develop Three-Year Data Summary.
3. Submit copy of the Primary Program Evaluation Summary Form to the Dean's Office.

B. Develop administrative responses where needed (**Dean's Office**).

1. Revise Program Goals as needed.
2. Direct to the Office of Research and Planning.

C. Conduct Phase-Two Assessments where needed (**Division Chairpersons**).

1. Revise Program Goals as needed.
2. Supervise the revision of Program Goals as needed for Phase-Two Assessment.
3. Direct to the Office of Research and Planning.

D. Coordinate and develop Phase-Two evaluation components (**Dean's Office**).

1. Revise Program Goals as needed.
2. Direct to the Office of Research and Planning.

X. Evaluate related surveys for the State EPB Community Needs Assessment **(Director of Research and Planning)**.

XI. Evaluate the process of goal/objective devlopment and evaluation. **(Director of Research and Planning)**.

A. Using one Program Goal, coordinate the development of commensurate program objectives with a Division Chairperson and Program Instructors.

B. Develop appropriate research design.

C. Utilize findings for re-direction.

XII. Integrate budget request process with Administrative Goals and Program Goals **(Assistant Director of Financial Services)**.

A. Assure that submitted budget requests are commensurate with Administrative Goals and Program Goals, and re-direct as needed.

B. Direct to the Office of Research and Planning.

XIII. Conduct Summative Evaluations **(Planning Unit Evaluators)**.

A. Submit for approval and re-direction.

B. Develop conclusions and recommendations for the following year.

C. Direct to the Office of Research & Planning.

XIV. Prepare State EPB Package **(Director of Research & Planning)**.

A. Submit for approval.

B. Direct to SBPVE.

XV. Develop Year-End Report **(Director of Research & Planning)**.

A. Synthesize Planning Unit conclusions and recommendations.

B. Develop Three-Year Plan Summary (every third year).

C. Disseminate for rollover planning activities.

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